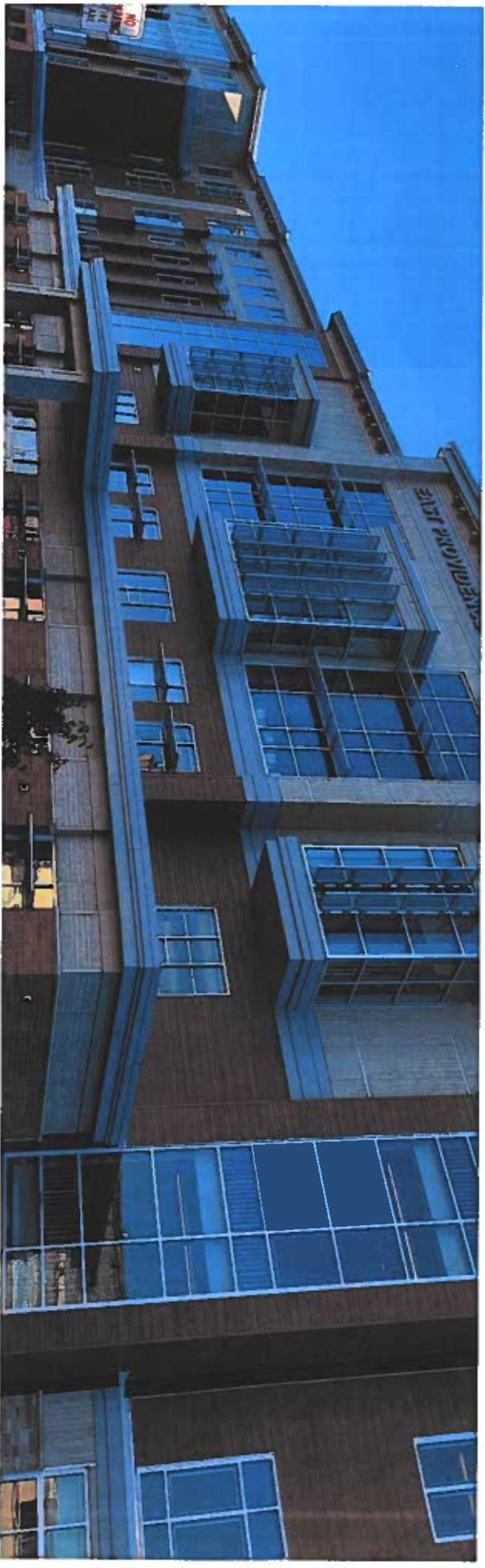


4-6-2022



RHODE  
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# Rhode Island Department of Education

Presentation to the Rhode Island's House of Representatives  
House Education Committee  
Wednesday, 6 April 2022

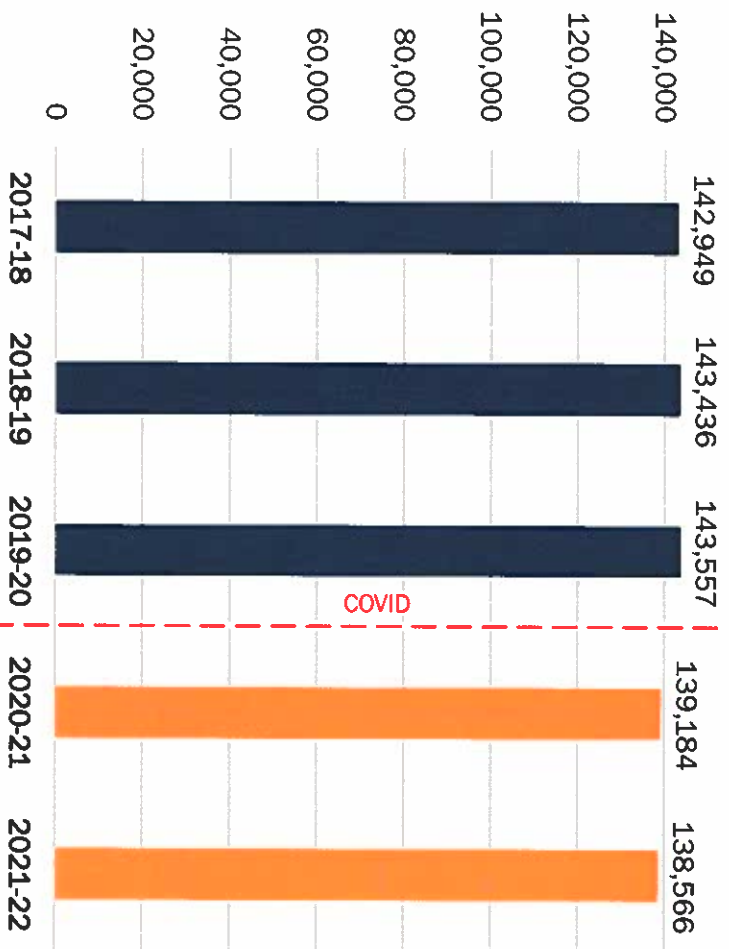
# Rhode Island Statewide Enrollment Data

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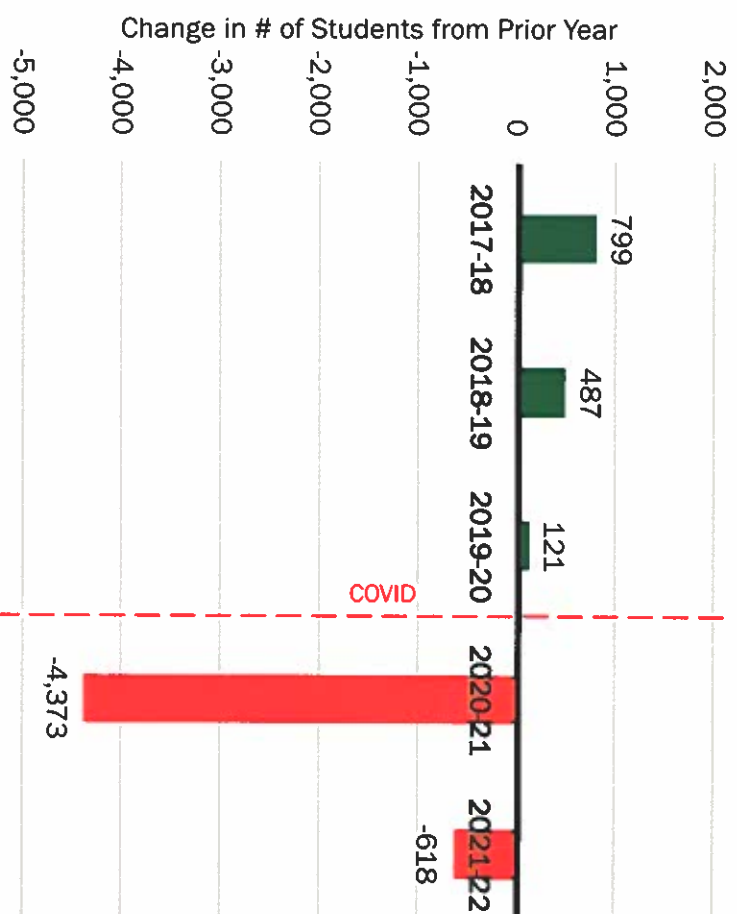
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# Statewide Enrollment

## Total Public School Enrollment



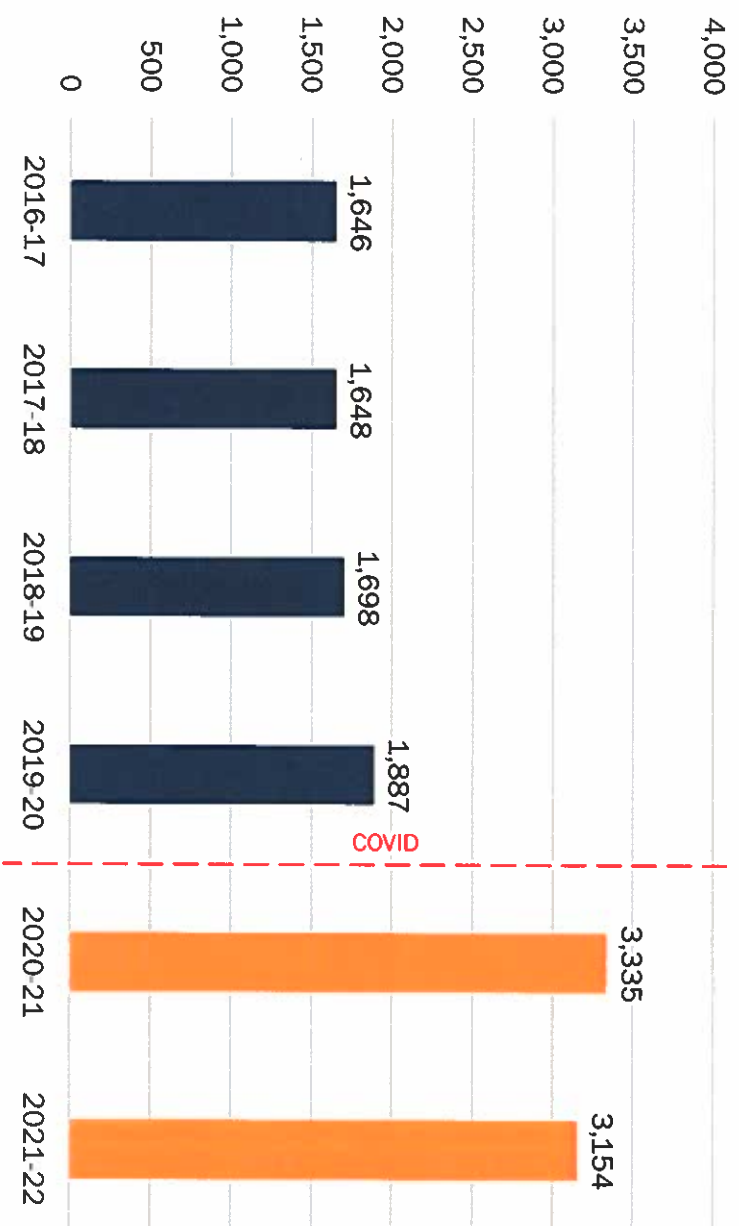
## Change in Public School Enrollment



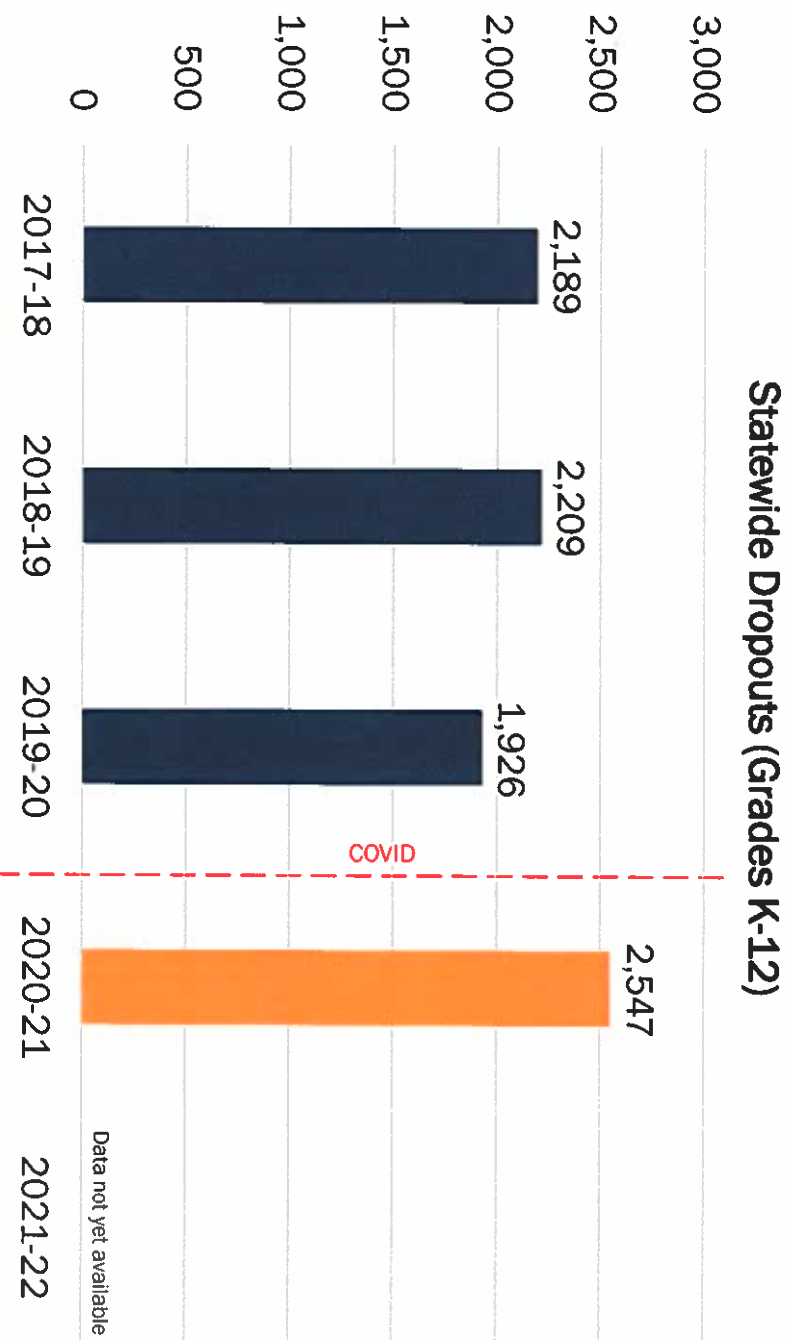
Note: Data from annual October 1 headcounts, so first impact of COVID will appear in 2020-21 year. More data available at: <https://datacenter.ride.ri.gov/Data/Enrollment>

# Home Schooling

Statewide Home School Enrollment



# Dropouts



Note: COVID may impact the 2019-20 data, since data is reported based on a summer 2020 expected graduation.

# Learning Modalities

Learning Modality	2020-21	2021-22
Numbers of students <b>physically</b> in schools (year-long average)	49,665	133,708
Numbers of students in <b>hybrid</b> mode (year-long average)	38,845	53
Numbers of students studying <b>virtually</b> (year-long average)	47,948	409



# ESSER II and III



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# Overview of Planned ESSER II + III Funding

Description	Total Amount	LEA Distribution	RIDE Initiatives	RIDE Admin.	Obligation Date
TOTAL	\$599.8M.	\$539.8M.	\$57.0M.	\$ 3.0M.	← \$60.0M Total
ESSER II	\$184.8M.	\$166.3M.	\$17.6M.	\$ .9M.	9/23
American Rescue Plan Act/ESSER III	\$415.1M.	\$373.6M.	\$39.4M.	\$2.1M.	9/24

ESSER III: three State-level reservations for evidence-based activities and interventions that respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups

Address Learning Loss (5%)	\$20,757,292
Summer Enrichment (1%)	\$4,151,458
Afterschool Programs (1%)	\$4,151,458
Other State Activities	\$10,378,646



# Guiding Principles for ESSER II + III Investments

RIDE considered the following guiding principles when developing its strategy for using ESSER II/III funds, in alignment with its Strategic Plan and LEAP Task Force Recommendations:

- ✓ Prioritize resources through an equity-lens for our urban & low-performing school systems, and low-performing student populations.
- ✓ Incentivize and amplify LEA investments to accelerate student learning
- ✓ Build statewide, systemic, and sustainable capacity that will outlive stimulus dollars

# Proposed LEAP Investment Strategic Priorities

Informed by RIDE's Strategic Plan & LEAP Task Force Recommendations, RIDE's identified initiatives aligned to the following 9 priorities that will holistically use ESSER II/III state set-aside funds to accelerate student learning.

- 1) Provide strategic supports to our districts disproportionately impacted by COVID-19
- 2) Fundamentally strengthen core instruction for all students
- 3) Personalize supports for students to address individual academic and SEL needs
- 4) Enhance communications and engagement with school communities
- 5) Expand learning time for students through summer and after-school enrichment
- 6) Build capacity within and supports for RI's future and existing educator workforce
- 7) Expand quality and supports for Pre-K, K, and 1<sup>st</sup> grade students who did not attend K this past year
- 8) Ensure our secondary students are prepared for college and career success
- 9) Strengthen RIDE's internal infrastructure to achieve the Commissioner's vision and better support students, families, educators, and school systems

# LEAP Initiative Budget - Highlights

The following initiative highlights will help accelerate student learning here in Rhode Island in alignment with the aforementioned guided principles.



## LEAP District Support Program

Directly support disproportionately impacted LEAs, through a grant-matching program, to build sustainable improvement capacity and make core investments in areas like high-quality curriculum.



## High-Quality Math Professional Learning

Equity gaps widened, especially in math, during COVID-19. Funds will provide professional learning for district cohorts at both the K-5 and 6-8 levels, all aligned to high-quality curriculum.



## Back to School Campaign

Engage and reenergize students, families, and teachers to ensure a strong start to the 2021-22 school year, including the development of an innovative family-facing application.



## PreK to K Student Transition Supports

Invest in summer ramp-up programs to help prepare students to be kindergarten ready. RI has seen a 40% decline in Headstart and CCAP programs during COVID-19.



## Summer Learning

Continue nation-leading best practice of offering statewide summer-learning opportunities via EnrollRI for Summer 2021, 2022, and 2023.



## Interim Assessments

Continue best-practice of math, ELA, and science statewide interim assessments to help us consistently evaluate student performance at the state, district, school, and student levels.

# ESSER II

Governance Status	Initiative Description	Dollar Amount
Approved	Data Analysis and Infrastructure (over a decade old)	\$1,147,352
Approved	Foundational Literacy (Right to Read Act)	\$200,000
Approved	New Teacher Training	\$325,000
Approved	Interim Assessments	\$3,475,000
Approved	Statewide Mathematics Initiative	\$2,235,000
Approved	RICAS Video + Parent Support	\$611,220
Approved	Statewide Job Recruitment Platform	\$600,000
Approved	Summer Programming	\$2,000,000
Approved	Tutoring	\$500,000
In Process	IDEA Blueprint Implementation	\$1,000,000
In Process	MLL Blueprint Implementation	\$1,000,000
Approved	Secondary Redesign (Courses + Pathways)	\$1,000,000
Approved	Teacher Mentoring Supports	\$300,000

# ESSER II, Cont.

Governance Status	Initiative Description	Dollar Amount
Approved	Arts Content Support	\$60,000
Approved	COVID-19 Program Support	\$1,436,958
Approved	EnrollRI ACN Support	\$250,000
Approved	Learning Management System for Professional Learning	\$100,000
Approved	Parent Application + Data Portal	\$500,000
Approved	Praxis Content Support	\$200,000
Approved	Student + Family Communication Campaign	\$250,000
Approved	Urban Core Summit	\$217,160
In Process	RIDE Data Resource Center	\$250,000
In Process	Website Capacity	\$100,000
Approved	ECert Upgrades	\$300,000
Approved	New Shoreham Support	\$60,000
In Process	Rhode Island School for the Deaf Redesign Grant	\$250,000



# ESSER III

The Rhode Island Department of Education (RIDE) leveraged ESSER III spending to create programs to support summer and out-of-school time learning, school communities hardest hit by COVID-19, and providing support to a unique LEA.

Governance Status	Initiative Description	Dollar Amount
Approved	New Shoreham Support	\$112,623
Approved	LEAP District Support Program: Matching Grants	\$26,735,344
Approved	LEAP District Support Program: Fellows	\$1,150,000
Approved	LEAP District Support Program: Proving Ground	\$550,000
In Process	After School Programming (ESSER III Requirement)	\$4,151,458
In Process	Summer Programming 2022, 2023	\$4,151,458
In Process	COVID-19 Program Support (ESSER III Requirement)	\$2,588,729
Approved	Consultant Support – COVID-19 Recovery	\$986,868
In Process	Mental Health Initiative	\$1,000,000



# Capital Projects and School Building Authority

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# RENEWING THE DREAM

## Delivering 21st Century Learning Environments for Every Student

In 2017, the Statewide Schoolhouse Report identified over \$3 billion in facility deficiency costs. The State has made significant headway with the support of the General Assembly and Rhode Island voters.

- Since FY 2019, 21 LEAs have received RIDE project approvals, with an additional 10 expected in May.
- **41 LEAs** have received Pay-Go funding from the \$250M bond.
- \$20M allocated to **help create facility equity** between RI students.
- In the next two years, at *least* 25 major facility developments and renovations, and hundreds of smaller projects and educational enhancements, will be completed.
- These investments will **improve learning environments for virtually all 140,000 students** in the state.



# PROVIDENCE PUBLIC SCHOOL DISTRICT

## Capital Plan Update

RIDE and PPSP worked with the City of Providence's to re-align the City's original Capital Plan with PPSP's Turnaround Action Plan to put the needs of students first.

- Moving away from "warm, safe and dry," PPSP is focusing **high impact visual enhancements** by providing students with transformational projects. Limited bond funds now focus on 10 major renovation/new construction projects that prioritize teaching and learning.
- Once the first \$300M phase completes, **over 33%** of PPSP students will be in new or like new school facilities – up from 5%.
- PPSP is leveraging new funding sources to address smaller projects, including a newly instituted **Revolving Capital Fund**. This will help fund over \$50M of projects over the next ten years.



# Next Steps: Statewide School Construction Bond

To continue providing students with 21st century learning environments, the Governor and General Assembly are considering a second school construction bond in FY 2023.

Building upon the success of the first bond, Article 5 & 10 propose a second \$250M Statewide School Construction Bond.

- **\$200M** - Pay-As-You-Go funding available to all LEAs. Maintains existing distribution methodology (15% of approval).
- **\$50M** - Upfront funding earmarked to help create facility equity between Rhode Island students.



# Social-Emotional Health and Extended Learning

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# Supporting Social-Emotional Needs + Behavioral Health

Through a variety of funding sources and in concert with a portfolio of partners, RIDE is advancing a coherent statewide agenda of supports, resources, and trainings related to meeting school climate, social-emotional, and behavioral or mental health needs.

- Yale University's Center for Emotional Intelligence Rhode Island Statewide Training
- Implementation of the Nathan Bruno Act
- School Climate Transformation (\$2.5M)
- School Based Mental Health Services (\$10M)
- SAMHSA Project AWARE Cohorts 1 & 2 (\$18M)
- "Let It Out!" Marketing Campaign



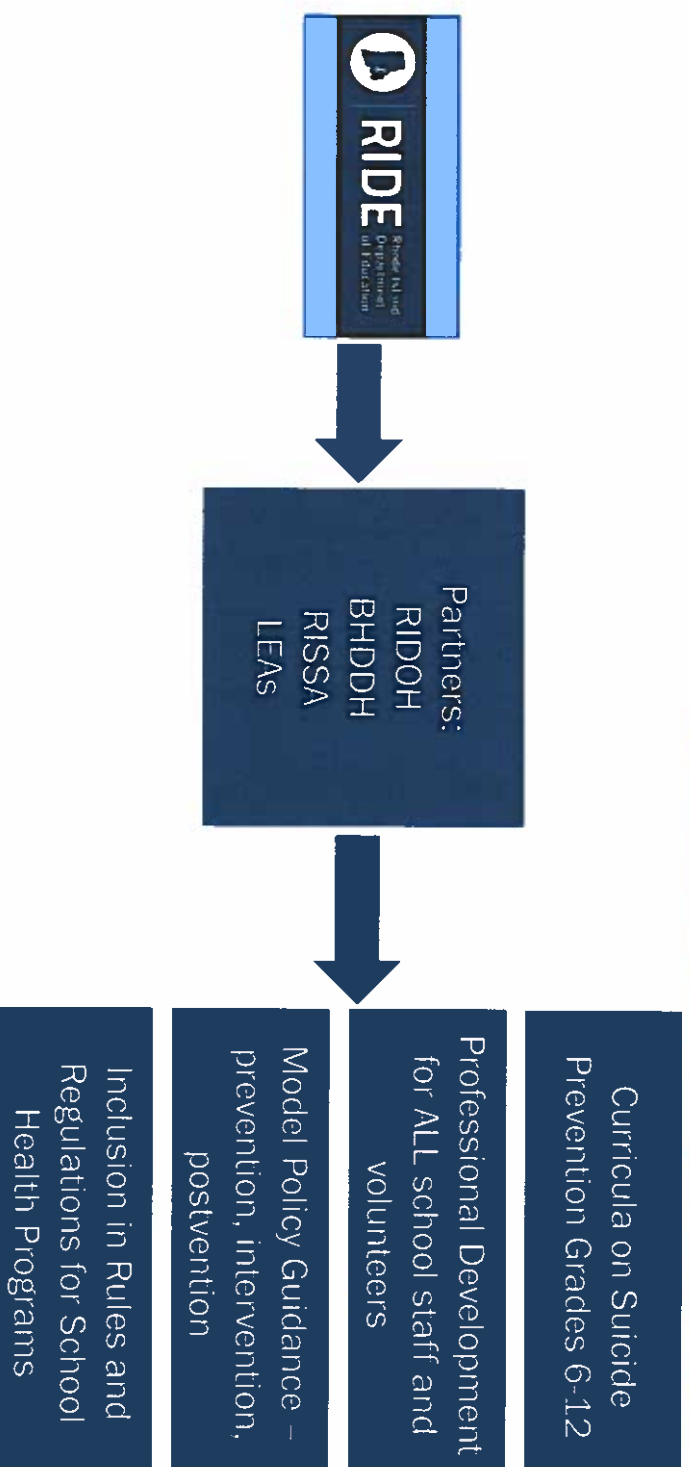
# Yale Center for Emotional Intelligence Training + RULER

**Yale University's Center for Emotional Intelligence created a proprietary course sequence for Rhode Island educators that has been offered for free.**

- RIDE worked to provide a statewide approach SEL support during COVID-19, in partnership with others
  - Yale Center for Emotional Intelligence provides an eight-module course sequence to support Rhode Island educators in times of uncertainty and stress, directly responding to needs identified during COVID-19
  - Open and available to all educational professionals working in schools and in districts across the state
  - Completion of the eight-module sequence culminates with the issuance of a certificate from Yale
- RULER is an additional resource offered through the Yale Center for Emotional Intelligence. It focuses on Recognizing, Understanding, Labeling, Expressing, and Regulating ("RULER")
  - The RULER approach is a district wide leadership training and school-based training for social-emotional needs
- Eight Rhode Island districts are participating in RULER, including:
  - Bristol Warren, Central Falls, Cumberland, Exeter West Greenwich, North Providence, Providence, South Kingstown, and Woonsocket

# Implementation of the Nathan Bruno Act

- Spring of 2021, RI General Assembly passed the [Nathan Bruno/Jason Flatts Act \(16-21.7\)](#)



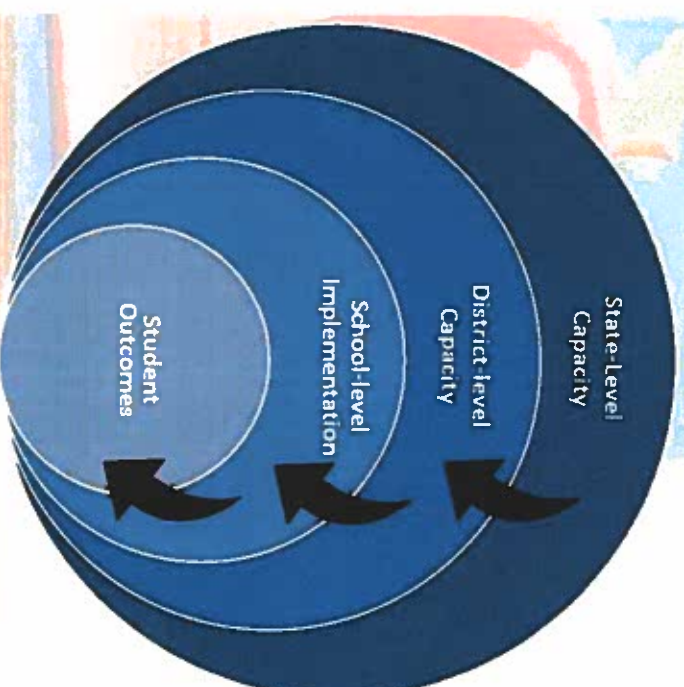
# School Climate Transformation

The aim of this work is to increase equitable academic and wellbeing outcomes by supporting school communities to develop transformative cultures through strong social emotional learning and mental health strategies.

1. Build state-level capacity
2. Provide training and technical assistance
3. Increase cross-sector coordination

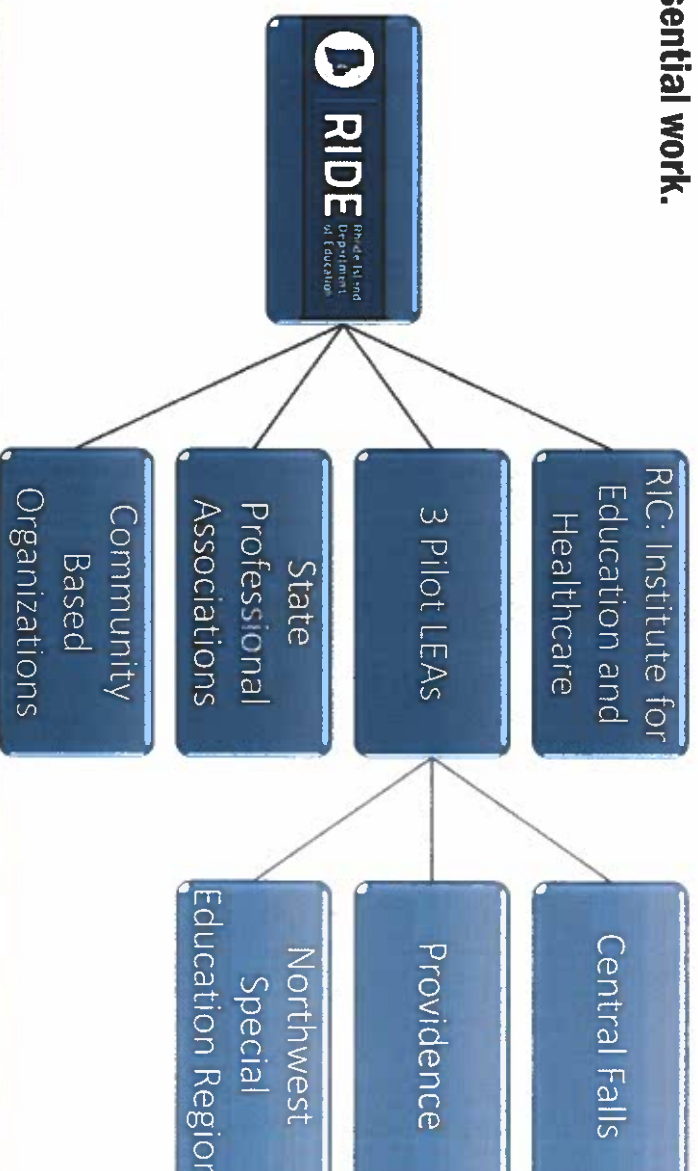
Coventry High School, Coventry  
Archie Cole Middle School, East Greenwich  
Martin Middle School, East Providence  
Johnston High School, Johnston  
Thompson Middle School, Newport  
Westerly Middle School, Westerly  
Paul Cuffee Lower School, Providence

Total student population served:  
5,533

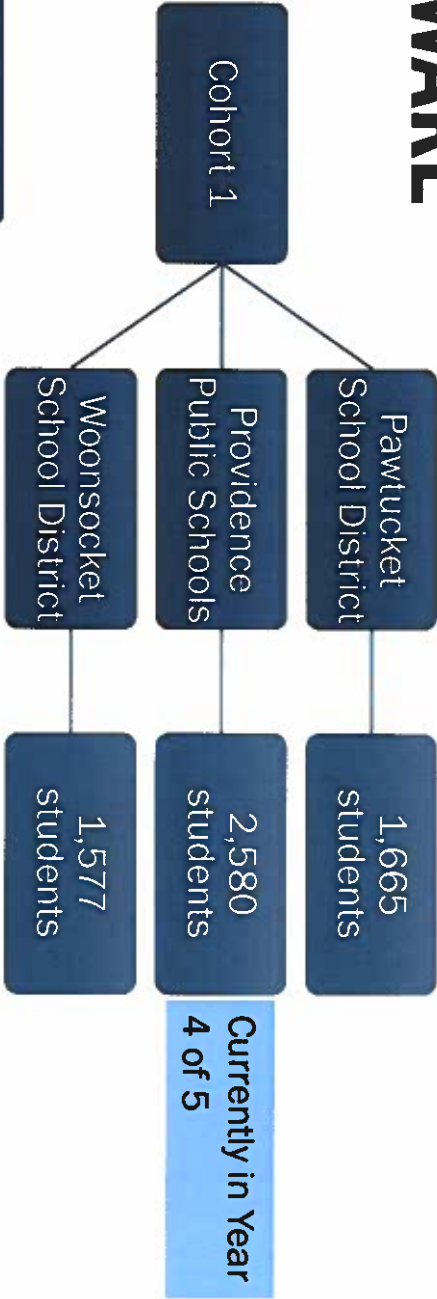


# School-Based Mental Health Services

From 2020 to 2025, this work aims to increase the number of qualified school-based mental health service providers, re-specialize existing mental health providers to qualify them to work in schools, and include a rural district in this essential work.



# SAMHSA Project AWARE



## Cohort 1 by the Numbers\*

- 26 Policy Developments
- 40 Partnerships
- 7,338 Screenings for mental and behavioral health
- 1,002 Referrals to service
- 600 Opportunities for students to **receive access to services**

## Local Education Agencies – Cohort 2

- Cranston School District – 4 Elementary Schools, 2 Middle Schools
- Westerly Public Schools – 1 High School
- West Warwick Public Schools – 3 Elementary Schools, 1 Middle School, 1 High School

\*Per SAMHSA requirements, the number of screenings, referrals, and services are collected, not the number of students. Totals should be interpreted with this in mind.

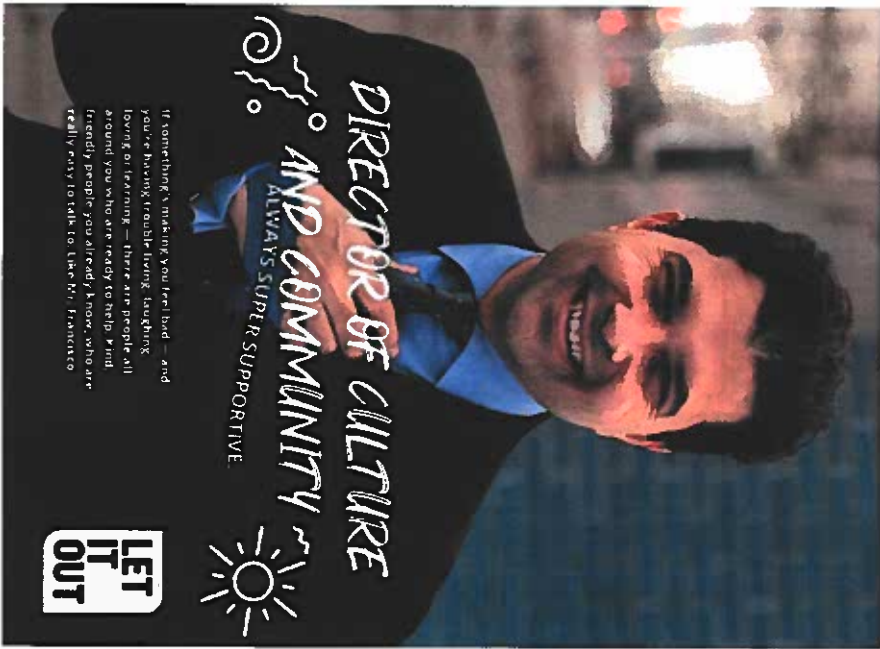
Currently in Year 1 of 5

# “Let It Out” Marketing Campaign

As part of the SAMSHA Project AWARE activities, RIDE has launched a campaign to encourage educators, students, and all school professionals to “Let It Out”







**DIRECTOR OF CULTURE**  
**AND COMMUNITY**  
ALWAYS SUPER SUPPORTIVE

If something's making you feel bad — and you're having trouble living, laughing, loving or learning — there are people all around you who are ready to help. I find friendly people you already know, who are really easy to talk to. Like Mr. Francisco.

**LET IT OUT**



**LET IT OUT**

If something's making you feel bad — and you're having trouble living, laughing, loving or learning — there are people all around you who are ready to help. Kind, friendly people you already know, who are really easy to talk to. Like Miss James.

**ESL TEACHER.**  
KNOWS THAT TOMORROW'S A BRAND NEW DAY.

# TRABAJADORA SOCIAL

AMA LA TRIBU DEL ALMUERZO

Si algo te hace sentir mal - y tienes problemas para vivir, reír, amar o aprender - hay personas a tu alrededor que están dispuestas a ayudar. Gente amable y amigable que ya conoces, con la que es muy fácil hablar. Como la Señorita Muñoz.

LET  
IT  
OUT

# PROFESOR DE MATEMÁTICAS

ES TOTALMENTE FÁCIL DE HABLAR CON EL

Si algo te hace sentir mal - y tienes problemas para vivir, reír, amar o aprender - hay personas a tu alrededor que están dispuestas a ayudar. Gente amable y amigable que ya conoces, con la que es muy fácil hablar. Como el Señor Poland.

LET  
IT  
OUT

# Pre-Kindergarten

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# Pre-Kindergarten

**RIDE and Department of Human Services work together in supporting pre-kindergarten across community-based early learning centers, Head Start, and LEAs.**

## CONTEXT

- RIDE specifically implements the RI Pre-K program.
  - Designed to offer high quality 4-year-old pre-k seats to families at no cost
  - RI leads the nation in delivering high-quality instruction
  - RI ranks #32 for pre-k access
- Supported by 14.8 million dollars in state funding + 6.7 million dollars in a federal Preschool Development Grant (PDG)
- Currently 2,364 high-quality RI Pre-K seats across 18 communities

## EXPANSION

- Expanded by 516 seats for SY2021-2022 school year.
  - Interest in both reaching universal for 4 year olds + expanding to 3 year olds
  - Current focus is sustaining + expanding seats for 4 year olds
  - As the PDG funding ends next year, we need to identify new funding sources or some RI Pre-K classrooms may close

# ESL Educator Certification

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# ESL Educator Certification

**RIDE works with a variety of stakeholders and interested parties to address ESL certification.**

## FLEXIBILITY AND RECIPROCITY

- Increased flexibility with 16 states
  - ESL certified teacher can become certified in RI without additional requirements
- 4 preparation providers currently offer ESL certification
  - 2 additional providers have expressed intent to apply
- RIDE offers a multilingual learner endorsement for content area teachers
  - 6 institutions of higher education and professional learning providers offer a series that leads to the endorsement
- These are issued at no cost

## PPSD SPECIFIC CONSIDERATIONS

- RIDE/PPSD offering tuition support for PPCD teachers to earn ESL certification.
- In PPCD:
  - 246 educators have received an ESL certification through this support
  - From SY18-19 to SY21-22, the percentage of teachers holding an ESL certification has increased from 17% to 25%
  - In SY20-21 + SY 21-22, \$611,200 has been spent to support 246 teachers in receiving an ESL certification



# Statewide Teacher Recruitment and Retention



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# Teacher Recruitment + Retention

**Many have heard and seen the national news about teachers leaving the profession. RIDE expects teaching will continue to compete with many other job sectors for years to come.**

## RECRUITMENT

- Build a statewide recruitment and job posting platform
- Support all districts with these efforts
- Share recruitment and hiring strategies with LEA human resource personnel

- Hire early
- Make a commitment to a candidate early
- Tap student teachers as a potential pipeline
- Establish high school pathways programs for teaching
- Differentiate pay for hard to staff areas
- Support candidates through a hiring process
- Market your LEAs

## RETENTION

- Developing a mentoring program for educators of color
  - Coupled with professional learning for maximizing belonging in schools
- RIDE will work with all partners and any additional agencies in order to encourage additional state efforts that reward prospective teachers with initiatives such as
  - tuition support
  - housing incentives

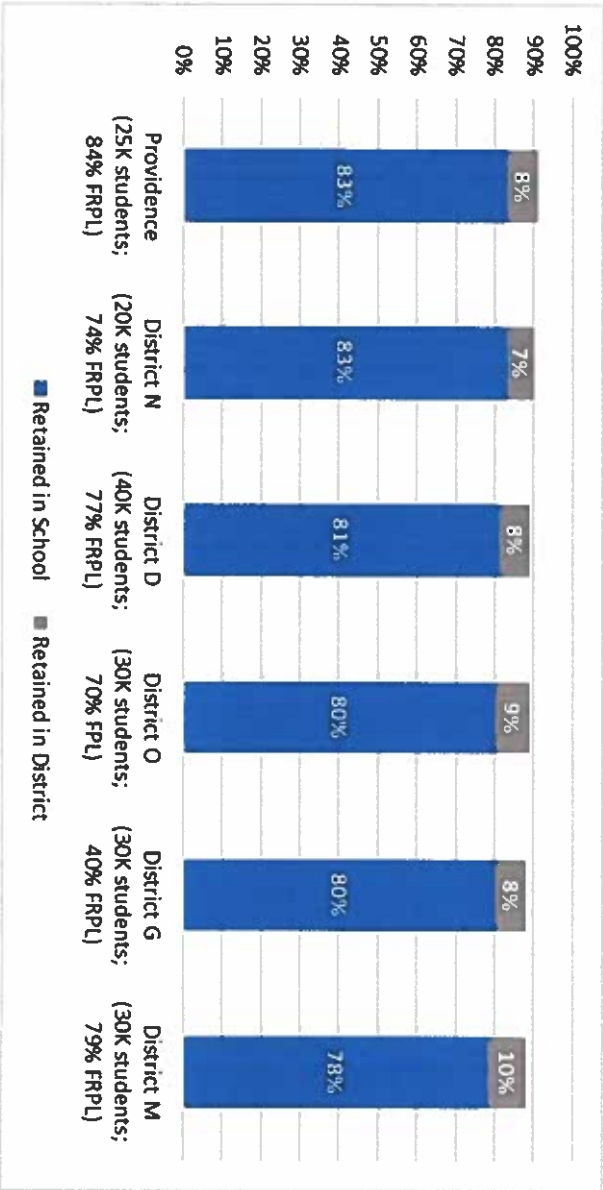
# Staff Retention in Providence Public Schools

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# PPSD Staff Retention

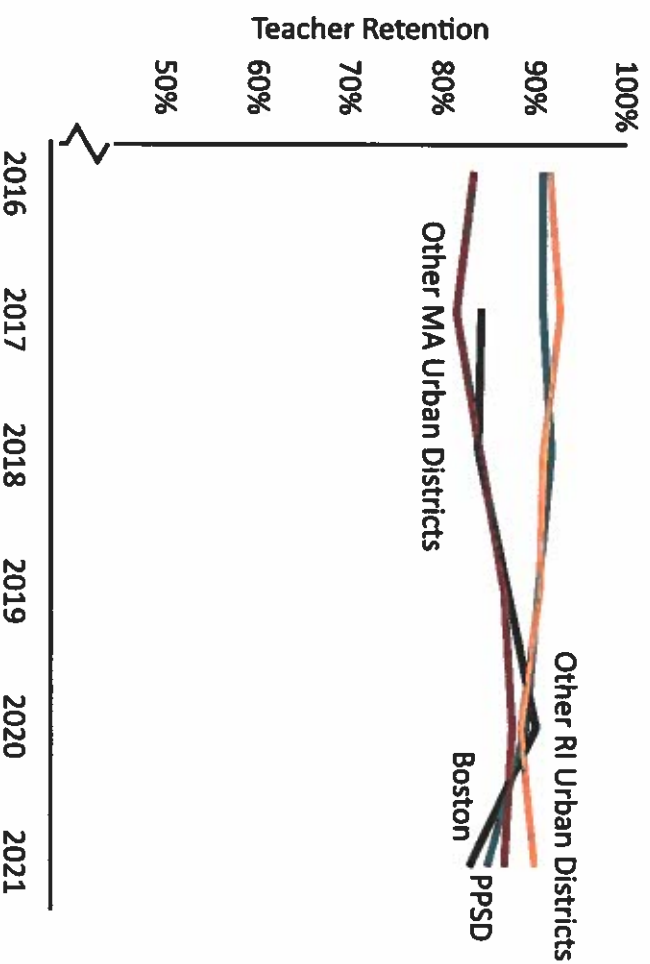
On average, over the past 5 years, 93% of Providence teachers returned to the district and 83% returned to their school. These rates compare quite favorably to other urban districts nationwide.



Source: Annenberg Institute for School Reform at Brown University

# PPSD Staff Retention, Cont.

Teacher retention in PPSD has dropped slightly since the pandemic; retention is at similar levels to other MA urban districts while retention has stayed flat in other RI districts.



Source: Annenberg Institute for School Reform at Brown University

# Vision for Providence Public Schools

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# PPSD's Turnaround Action Plan – Core Values

Derived from extensive input from families, students, and educators, four core values will continue to drive innovation and reform across the Providence moving forward:

## Students First

Doing what is best for the students of Providence will always be the most important factor in any decision we make.



## Transparency

Information must be available and accessible to families so that decisions can be driven by data and informed by the community.



## Equity and Access

We value diversity and believe all students are capable of learning and achieving. We will work together to ensure all students have access to high-quality schools.



## Results

We will ensure all strategies in our Turnaround Action Plan are focused on improving academics and lifelong outcomes for all students.



# PPSD's Turnaround Action Plan – Key Pillars

The Commissioner has listened to the community for the past two years and has outlined the following key pillars and foundational principle that will guide our vision for success in the TAP



## Engaged

### Communities

Schools will be welcoming, and students and families will have a voice in their child's education.



## Excellence in

### Learning

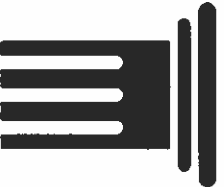
All Providence schools will be high-quality, and all students will be offered academically rich opportunities regardless of their unique learning needs.



## World-Class

### Talent

Students grow and thrive when led by world-class teachers. Teachers grow and thrive when led by world-class school leaders.



## Efficient District Systems

A modern, engaged central office that puts students and families first, holds schools accountable for high standards, and provides schools with needed support, is the heart and soul of every high-performing local education agency.

# PPSD's Turnaround Action Plan – Five Promises

Throughout the planning phase, the RIDE and PPCS team have been guided by five promises that were developed to govern the Turnaround Action Plan – and embody their commitment to the students and families of Providence:

01

Every student will attend a school that is safe, modern and has a positive, respectful school culture.

02

Every school will be staffed and led by supported, empowered educators.

04

Every student will have access to robust, rigorous extracurricular and co-curricular programming.

05

Every student, family and educator in Providence will benefit from an efficient, effective, and responsive district administration.

03

Every family will have the opportunity to choose among multiple excellent instructional programs.

# Turnaround Action Plan (TAP) for Providence Public Schools

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# PPSD's Turnaround Action Plan in Steps

## STEP ONE

Based on research and chronic state of low performance, the community identified the goals for the district to eliminate the achievement gap.

## STEP TWO

PPSD and RIDE took those goals and developed the metrics and aspirational targets to set the bar for the work.

## STEP THREE

Our job is to “backwards map” to the goals by developing strategies to meet the targets. This includes relentless progress monitoring and course corrections as data is reviewed throughout the year.

# Excellence in Learning – Example of Metrics

Goal	SY 18-19	SY 19-20	SY 20-21	SY 21-22	SY 22-23	SY 23-24	SY 24-25	SY 25-26	SY 26-27
Increase the percentage of students meeting and exceeding expectations on the 3rd grade Math RICAS	17%	No Testing	8%	10%	15%	23%	32%	43%	55%
Increase the percentage of students meeting and exceeding expectations on the 3rd grade ELA RICAS	26%	No Testing	18%	20%	26%	34%	42%	55%	68%

- Increase length of class
- Start with assessment data to determine learning plans
- **Use data persistently to progress monitor**
- **Implement high quality rigorous curriculum**
- Increase the amount of time students spend writing
- Assess students daily in each class
- Employ research-based high yield teaching strategies
- **Add 25% more time to reading, writing, and mathematics**
- Increase teacher coaching in alignment with the curriculum
- **Increase teacher collaboration time**
- Increase teacher observations with actionable feedback
- Align school leader and teacher Student Learning Objectives to the same student achievement targets
- **Provide real time data dashboards at the school, grade level, subject and class level**
- Improve questioning techniques in every classroom



# Questions?



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